

● 大学英语拓展课程系列

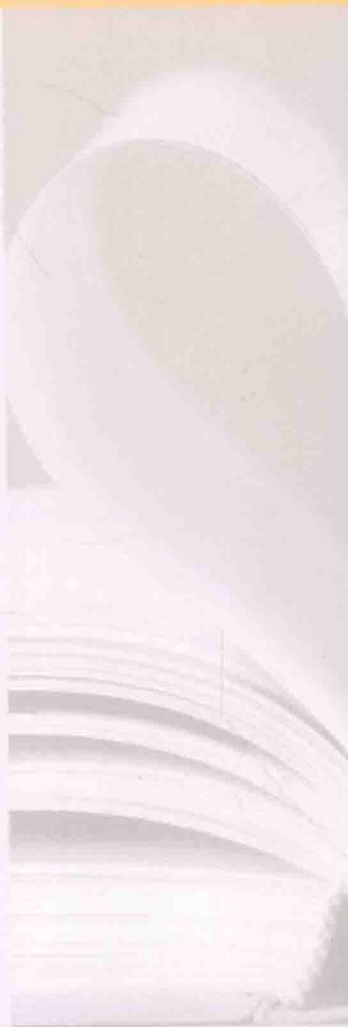
拓展课程



# A Humanistic View: College English Reading 人文英语阅读教程

学生用书（上册）

主编 邓 红



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# A Humanistic View: College English Reading 人文英语阅读教程

学生用书 (上册)

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**A Humanistic View:**  
*College English Reading*

Student's Book

**人文英语阅读教程**  
学生用书(上册)

## 前言

在这个经济全球化、科学技术一体化的时代，英语作为当今国际上使用最为广泛的信息载体和交流工具，发挥着越来越重要的作用。同时，随着中国对外交流的日益频繁，国家和社会对大学英语教学提出了更高的要求。顺应时代的需求，上海外语教育出版社修订出版了《人文英语阅读教程》（*A Humanistic View: College English Reading*）。它是根据《大学英语课程教学要求》，“大学英语不仅是一门语言基础课程，也是拓宽知识面、了解世界文化的素质教育课程，兼有工具性和人文性”，从一个全新的角度编写而成。该教程题材广泛、选文新颖，内容丰富、结构合理，形式独特、启发性强。该教程的宗旨是：寓人文素质教育于大学英语教学之中，充分发掘英语教学中的人文素质教育资源，在培养学生语言技能和学习能力的同时，拓宽他们的知识面，提升其精神品位，丰富其心灵世界，塑造他们的和谐人格，使他们学到的不仅仅是一些语言知识，而是一种更为重要的人文思想，并使其学有所思，思有所得，得有所用。

哈佛大学荣誉校长尼尔·陆登庭（Neil Rudenstine）指出：“地球上最稀缺的资源是经过人文教育和创新性培训的智力资源。”因此，培养和造就大批掌握高新科技与现代科学管理知识、具有良好人文素质的复合型人才是21世纪中国高等教育的根本任务。然而，市场经济大潮对身处大学校园的莘莘学子产生了很大冲击。一些学生重实用、轻精神；重眼前、轻长远。他们认为人文素质远不如分数、奖学金和证书有用。另外由于历史的原因，理工科高校普遍存在人文氛围较弱，学生人文科学知识匮乏的现象，这种现状不仅有碍英语教学改革深化，也不符合我国高等教育的目标。

正是在这种形势下,本教程编者通过对全国部分高校学生人文素质的深入调研,结合实际,精心设计,认真编写了《人文英语阅读教程》。作为完善大学英语系列课程的一股新生力量,本教程的主要特色如下:

## 一、题材广泛 选文新颖

题材广泛,涉及人文素质教育的诸多方面。人文素质教育主要是指人文精神和人文知识的教育。人文精神包括正确的人生观、价值观、审美观、社会责任感、爱国奉献精神、独立的人格意识等;人文知识的主要表现形式是经典文学作品、名言警句、文化艺术作品等。从广义上讲,一切能传承人文精神的载体都属于它的范畴。因此,《人文英语阅读教程》所选题材跨越古今、纵横中外:从古希腊古罗马神话到圣经故事,从名句名篇到人物传记,从人文地理到传统习俗,从历史事件到社会热点,集广泛性、典型性、趣味性和时代性于一体。该教程能扩大学生的知识面,增强学生的英语语感,激发学生的阅读兴趣,使学生在哲学、历史、文化、语言、文学素养、思想意识等方面都得到提高。

## 二、内容丰富 结构合理

《人文英语阅读教程》分为上、下两册,适用于普通高等院校理工科本科学生。每册包含8个Units,分属8个不同话题。每个Unit包括Section A、Section B、Section C和Section D四个部分。每个Section由Preface、Text、Exercises、Knowledge Extension和Great Quote五个环节组成。

Preface部分为200字左右的中文导读,言简意赅地引出文章的主题。

Text部分每篇文章长度在1000个单词左右。课文词汇以《大学英语课程教学要求》的词汇表为参照标准,文中少量生词加以夹注。所有选文本着文字规范、语言鲜活、时代感强、知识性与趣味性相结合的原则,题材广泛深入,揭示了人文精神和人文知识的内涵与实质。

Exercises部分首先循序渐进地介绍各种阅读技能,接着通过阅读理解培养学生把握文章中心和掌握相关细节的能力,再通过新颖、独特的词汇记忆方法扩大学生的词汇量,达到分类建构词库的目的,最后通过开放式的Open Questions启发学生思考。

Knowledge Extension部分围绕课文主题,提供更广泛的人文背景知识,进一步激发学生兴趣,扩大学生知识面,帮助学生开阔视野,加深对世界文化的了解,借鉴并吸收外国文化精粹,从而进入较高层次的人文智慧和精神境界。

Great Quote部分精选与课文主题密切相关的名人名言、格言警句,语言简洁、文字隽永,进一步升华了文章主题,突出了人文素质教育的主旋律。

每册书最后附有总词汇表,供学生查找和记忆。

### 三、形式独特 启发性强

国内现有的阅读教程多以应试型为主,其结构不外乎阅读文章后设置多项选择题。这种形式在某种程度上有利于检测学生的语言技能和理解能力,但未能深入地挖掘文章的人文内涵和精神实质。

《人文英语阅读教程》在形式上不同于普通阅读教程,它具有较强的启迪性和趣味性,不仅让学生学到语言知识,同时,又能引导学生积极主动地思考,将技能学习与知识面拓宽、思维能力的培养有机结合起来。以练习的设计为例,它以“问题驱动”和“输出驱动”为导向,以Unit为单位,从一个全新的角度进行整体设计。在每个Unit中,设置了Reading Skills、Reading Comprehension、Vocabulary Building、Open Questions四大类练习,包含20个小项。其优点在于既能从不同角度对学生进行阅读技能、阅读理解、语篇分析和词库建构等诸方面的训练,又避免了同一个Unit中四个Sections练习模式的雷同。另外,Open Questions除了让学生学到语言知识,还能启发学生进行独立思考,培养其自主学习的能力。通过广泛探讨的形式,鼓励学生发表个人观点,将知识的输入和输出相结合。学生在掌握语言规律,了解不同文化的同时,能够潜移默化地受到情感的熏陶、品格的培养,从而提升人文素质,淡化目前英语教育浓厚的功利性,使其不再是单纯的应付考试、出国、求职、晋升职称的应急工具,而是回归其人文学科的本质。

《人文英语阅读教程》(第二版)主编为武汉理工大学邓红教授,参与编写的教授和骨干教师有:何谨然、傅竹珩、王爱军、吴非、周宏、周静、贺小聃。全国著名英语教育专家董亚芬教授审阅全书,并给予了许多的关心和指导,国家级精品课程主持人许之所教授在编写过程中提出许多具体的改进意见,外籍专家Kai Evenson和Mellet Clare审定了本书的英文部分。在此,对他们的无私奉献和辛勤付出表示最崇高的敬意和衷心的感谢。

深化教育领域综合改革必须坚持立德树人的基本导向。《人文英语阅读教程》自2007年8月第一版问世以来,深受当代大学生的欢迎,现已被上海外语教育出版社纳入“大学英语拓展课程系列”的EAP英语技能提高类系列教材。

《人文英语阅读教程》的设计、编写与制作过程是一个不断探索的过程,其中定然有一些不足之处,敬请读者指正。

编者

2014年4月

# Contents

## 1 Unit 1 Myths & Tales

- 1 Section A The Creation of the World
- 8 Section B The Birth of the Messiah
- 14 Section C The Olympian Gods
- 22 Section D The Trojan War

## 28 Unit 2 Moments in History

- 28 Section A The Splendour of Greece
- 35 Section B Renaissance
- 42 Section C The Hundred Years' War and Joan of Arc
- 49 Section D Early Settlements

## 56 Unit 3 Biographies of Celebrities

- 56 Section A Winston Churchill
- 64 Section B Charles Darwin
- 71 Section C Diana, Princess of Wales
- 79 Section D Michael Jordan, a Global Icon

## 87 Unit 4 Classics Appreciation

- 87 Section A Hamlet
- 94 Section B Of Beauty
- 100 Section C Three Days to See
- 108 Section D President George W. Bush's Inaugural Address

## 115 Unit 5 Customs & Traditions

- 115 Section A Special Origin of Christmas
- 123 Section B Unique Traditions from the UK
- 130 Section C Wedding Customs and Traditions
- 136 Section D History of Football



## 143 Unit 6 Cultural Geography

- 143 Section A Ancient Scots and Stonehenge
- 150 Section B The Beauty of Britain
- 158 Section C Niagara Falls
- 165 Section D The Serengeti National Park

## 173 Unit 7 Panorama of Life

- 173 Section A Finding Your Niche
- 180 Section B Can We Live Without Our Mobile Phones?
- 187 Section C Nice to Meet You, Chicago
- 194 Section D Yoga Health Secrets

## 201 Unit 8 Global Focus

- 201 Section A Remembering, Never to Forget
- 211 Section B Security Council Reform: Mission Impossible?
- 217 Section C The *Kyoto Protocol* & Global Warming
- 224 Section D Is Bird Flu a Natural Disaster or Human-Made Calamity?

## 231 Glossary

# Unit 1

## Myths & Tales

### Section A

*The Creation of the World*

### Section B

*The Birth of the Messiah*

### Section C

*The Olympian Gods*

### Section D

*The Trojan War*

## Section A

### Preface

《圣经》(*The Bible*)由《旧约》(*The Old Testament*)和《新约》(*The New Testament*)两部分组成。数百年来,它对西方社会的发展起到了无法估量的巨大作用。它深入人们的生活,影响人们的思想,以致成为许多人寻求慰藉的精神支柱和待人处世的实践准则。本文《开天辟地》(*The Creation of the World*)选自《圣经》的《旧约》。它告诉人们上帝如何在六天的时间里创造了世间的一切,包括万物之灵的人类。

## TEXT

### The Creation of the World

- 1\_ In the beginning of creation, when God made heaven and earth, the earth was without form and void (空的), with darkness over the face of the abyss (深渊), and a mighty wind that swept over the surface of the waters. God said, "Let there be light", and there was light; and God saw that the light was good, and he separated light from darkness. He called the light day, and the darkness night. So evening came, and morning came, the first day.



- 2\_ God said, "Let there be a vault (拱顶) between the waters, to separate water from water." So God made the vault, and separated the water under the vault from the water above it; and so it was; and God called the vault heaven. Evening came, and morning came, a second day.
- 3\_ God said, "Let the waters under heaven be gathered into one place, so that dry land may appear"; and so it was. God called the dry land earth, and the gathering of the waters he called seas; and God saw that it was good. Then God said, "Let the earth produce fresh growth, let there be on the earth plants *bearing* seed, fruit-trees bearing fruit

each with seed according to its kind." So it was; the earth yielded fresh growth, plants bearing seed according to their kind and trees bearing fruit each with seed according to its kind; and God saw that it was good. Evening came, and morning came, a third day.

- 4\_ God said, "Let there be lights in the vault of heaven to separate day from night, and let them serve as signs both for festivals and for seasons and years. Let them also shine in the vault of heaven to give light on earth." So it was; God made the two great lights, the greater to govern the day and the lesser to govern the night; and with them he made the stars. God put these lights in the vault of heaven to give light on earth, to govern day and night, and to separate light from darkness; and God saw that it was good. Evening came, and morning came, a fourth day.

- 5\_ God said, "Let the waters teem with (有很多的……) countless living creatures, and let birds fly above the earth across the vault of heaven." God then created the great sea-monsters and all living creatures that move and swarm (成群地移动) in the waters, according to their kind, and every kind of bird; and God saw that it was good. So he blessed them and said, "Be fruitful and increase, fill the waters of the seas; and let the birds increase on land." Evening came, and morning came, a fifth day.

- 6\_ God said, "Let the earth bring forth living creatures, according to their kind: cattle, reptiles (爬行动物), and wild animals, all according to their kind." So it was; God made wild animals, cattle, and all reptiles, each according to its kind; and he saw that it was good. Then God said, "Let us make man in our image and likeness to rule the fish in the sea, the birds of heaven, the cattle, all wild animals on earth, and all reptiles that crawl upon the earth." So God formed a man from the clay of the ground and breathed into his *nostrils* the breath of life. Thus the man became a living creature. Then God planted a garden in Eden away to the east, and there he put the man whom he had formed. God made trees spring from the ground, all trees pleasant to look at and good for food; and in the middle of the garden he set the tree of life and

the tree of the knowledge of good and evil.

- 7\_ God took the man and put him in the garden of Eden to till (耕地) it and care for it. He told the man, "You may eat from every tree in the garden, but not from the tree of the knowledge of good and evil; for on the day that you eat from it, you will certainly die." Then God said, "It is not good for the man to be alone. I will provide a partner for him." So God put the man into a *trance*, and while he slept, he took one of his ribs and closed the flesh over the place. God then built up the rib, which he had taken out of the man, into a woman. He brought her to the man, and the man said:

- 8\_ "Now this, at last —  
bone from my bones,  
flesh from my flesh! —  
this shall be called woman,  
for from man was this taken."

- 9\_ And God saw all that he had made, and it was very good. Evening came, and morning came, a sixth day.

- 10\_ Thus heaven and earth were completed with all their mighty throng (繁多的事物). On the sixth day God completed all the work he had been doing, and on the seventh day he ceased from all his work. God blessed the seventh day and made it holy, because on that day he *ceased* from all the work he had set himself to do.

## Exercises

### Reading Skills

#### Identifying Word Meaning from Context

To guess the meaning of an important but unfamiliar word in a passage, try the following strategy. First, think about how the new word is related to the topic of the reading. Second, notice the word's part of speech. Third, look at the words around the new word for synonyms, antonyms, a definition of the word or word-formation clues.

Read the following sentences and try to figure out the meanings of the underlined words, using context clues.

1. Let the earth produce fresh growth, let there be on the earth plants bearing seed, fruit-trees bearing fruit each with seed according to its kind.  
A) producing      B) supporting      C) enduring      D) pushing
2. So God formed a man from the clay of the ground and breathed into his nostrils the breath of life.  
A) one part of the lung      B) chest  
C) external openings of the nose      D) body
3. So God put the man into a trance, and while he slept, he took one of his ribs and closed the flesh over the place.  
A) intense joy or delight  
B) a great pain  
C) a great expectation  
D) a state between sleeping and waking
4. God blessed the seventh day and made it holy, because on that day he ceased from all the work he had set himself to do.  
A) stopped      B) continued      C) studied      D) slept

## Reading Comprehension

### Can You Recognize Sequence of Events?

Put the events in the form below in the correct order (1-7).

God's Creations	
	He created all living creatures on land.
1	He separated day from night and light from darkness.
	He separated the water under the vault from the water above it.
	He made a man and a woman.
	He made the earth and seas.
	He made all living creatures in the waters.
	He ceased from all the work he had set himself to do.

## Vocabulary Building

### Word Families

When you learn a new word in English, it is helpful to learn words in the same “family” that form different parts of speech. Learning all these parts of speech can help you to build your vocabulary.

Complete the chart with the missing parts of speech, using your dictionary to help you.

Noun	Verb	Adjective
1. _____	_____	mighty
2. _____	separate	_____
3. creature	_____	_____
4. _____	_____	living
5. light	_____	_____
6. _____	_____	countless

## Open Questions

1. What influence does *The Bible* have on the Western literature? Give some examples.
2. It is said in *The Bible* that God formed man from the clay of the ground. Compare this idea with similar myths in China.
3. What is your opinion on the Garden of Eden in *The Bible*?
4. God let man rule fish, birds, cattle, and all animals on earth. What is your opinion on this?

## Knowledge Extension

1. 《圣经》是我们了解西方的窗口。当世界面临新的文化格局时，《圣经》为东西方的思想对话标示出一个重要的入口。文化的多元共存要求异质文化的相互了解，这种了解既是学术的渐进，也是知识的普及。作为一个21世纪的中国大学生，在阅读西方文学作品时应持有正确的态度，取其精华，去其糟粕。

2. 《圣经》(*The Bible*或*The Holy Scriptures*)由《旧约》(*The Old Testament*)和《新约》(*The New Testament*)两部分组成。《旧约》最早是用希伯来语(Hebrew)写成的,讲的是上帝创造世界的故事及公元前1300年至公元前100年间古代犹太人的历史和宗教生活。《新约》则是用希腊文,又称犹太希腊文(Judaeo-Greek)写成。公元4世纪时,罗马帝国的皇帝君士坦丁把基督教定为国教,因此,《圣经》就有了拉丁文译本(*The Vulgate*),此后基督教便在欧洲各地传播开来。到了17世纪初,英王詹姆士一世指令47位高僧,在大主教兰斯洛特·安德鲁斯(Lancelot Andrews)主持下,参考以前若干译本,编译并于1611年正式出版了英文圣经。这就是后来世界通用的、最具权威的《钦定圣经》(*The Authorized Version*, 又称*The King James Version*)。因其文字古朴优美,反映出那个时代的特点,形成了后人称道的“圣经文体”(the biblical language)。
3. 英文《圣经》又是一部重要的文学著作,在英美等国的文学艺术史上有着无法比拟的深远影响。许多伟大的诗人、文豪、艺术家以圣经故事为题材,创造出不少不朽名作。如意大利文艺复兴时期的名画家达·芬奇(Leonardo da Vinci)的不朽之作《最后的晚餐》(*The Last Supper*),英国17世纪文学家班扬(Bunyan)的文学名著《天路历程》(*The Pilgrim's Progress*),英国17世纪伟大诗人密尔顿(Milton)的长诗《失乐园》(*Paradise Lost*)、《复乐园》(*Paradise Regained*)和《力士参孙》(*Samson Agonistes*)等皆出自《圣经》中的典故。

## Great Quote

God can only do for you what He can do through you.

— Eric Butterworth



## Section B

### Preface

“基督降生”(The Birth of the Messiah)选自《圣经》的《新约》。《新约》是《圣经》的后一部分,为基督教自身创制的经书。基督教继承了犹太教关于经书为上帝与人所订立的契约的说法,认为他们创制的这部经书是基督降世后上帝与人订立的新契约,所以称为《新约》。《新约》讲述耶稣基督的生平和他的教诲,解释基督徒为何追随他,说明基督徒如何才能依照他的教诲生活,叙述他最早的门徒们的事迹。《新约》共27卷,按内容可以分为福音书、使徒行传、使徒书信、启示录四个部分。《新约》最初用希腊文写成,这种文字在耶稣时代曾广泛使用。

### TEXT

#### The Birth of the Messiah

- 1\_ This is the story of the birth of the Messiah (救世主耶稣). Mary his mother was betrothed to (许配给) Joseph; before their marriage she found that she was with child by the Holy Spirit. Being a man of principle, and at the same time wanting to save her from exposure, Joseph desired to have the marriage contract set aside quietly. He had resolved on this, when an angel of the Lord appeared to him in a dream. "Joseph son of David," said the angel, "do not be afraid to take Mary home with you as your wife. It is by the Holy Spirit that she has conceived (怀孕) this child. She will bear a son; and you shall give him the name Jesus Savior (救世主), for he will save his people from their sins." All this happened in order to fulfill what the Lord declared through the prophet (先知): "The virgin (童贞女) will conceive and bear a son, and he shall be called Emmanuel", a name which means "God is with us". Rising from sleep Joseph did as the angel had directed him; he took Mary home to be his wife, but had no intercourse with her until her son was born. And he named the child Jesus.